

# **CURRICULUM POLICY**

## **1 INTRODUCTION**

- 1.1 The North Bristol Post 16 Centre is a learning environment at the heart of its community. The Centre recognises that every educational establishment should provide a range of learning experiences and activities that contribute to the breadth of the curriculum. The breadth of provision enriches students' experience and provides a context for the growth and understanding required for adult life and for the acquisition of a wider range of personal qualities and social skills.
- 1.2 One of the unique attributes of the Centre is the choice, breadth and flexibility that it offers its students not only with regards to the taught curriculum but also the choices that are available to students through the wider informal curriculum. The curriculum that the Centre offers also mirrors the ethos and vision of the Centre with regards to sustaining the ambition of every student whilst also ensuring appropriate pathways for all of its students.

## **2 THE CURRICULUM OFFER**

- 2.1 The Centre's aim is to develop a coherent curriculum that builds on young people's experiences in the secondary phase, inspires and challenges all learners and prepares them for the future and that helps all young people to become successful learners, confident individuals and responsible citizens.
- 2.2 The Centre also aims to develop a curriculum offer that leads to qualifications that are of worth for employers and for entry to higher education and is not constricted by the curriculum offer from the Centre alone but incorporates other schools/colleges that may be in partnership with the Centre.
- 2.3 When determining the curriculum offer, the Centre will take into account the following:
- The implications of changes in government policy with regards to post 16 curriculum reforms
  - The implications of changes to post 16 funding
  - The range of courses offered to students based on trends and viability, whilst also ensuring choice
  - Key Stage 4 (KS4) changes and the impact on post 16 choices
  - Programmes of study available to students and the need to ensure that students remain full-time with a meaningful curriculum
  - The curriculum offer of other schools/colleges as well as those that may be in partnership with the Centre

## **3 ROLES & RESPONSIBILITIES**

### **3.1 THE CENTRE'S STRATEGIC LEADERSHIP TEAM ('THE EXECUTIVE')**

The Executive will ensure that:

- i) All statutory elements of the curriculum, and those subjects which the Centre chooses to offer, have aims and objectives that reflect the aims of the Centre and indicate how the needs of individual students will be met
- ii) The amount of time provided for teaching the curriculum is adequate and the procedures for assessment meet all legal requirements and students and their parents receive information

to show how much progress the students are making and what is required to help them improve

- iii) The Centre works in partnership with other schools and educational establishments to provide an appropriate range of curriculum opportunities
- iv) The Governing Bodies of Cotham School and Redland Green School are involved in decision-making processes that relate to the breadth and balance of the curriculum
- v) Where subjects are at risk of being withdrawn due to insufficient take-up and/or changing government policy, students are informed at application discussion meetings and through the Centre's website and/or prospectus
- vi) Decisions regarding withdrawal of a subject will be considered as soon as possible following the admissions application deadline date
- vii) Where subjects are withdrawn, students are informed and invited to a further application discussion meeting to explore options as soon as possible

### 3.2 **THE GOVERNING BODIES**

The Governing Bodies will ensure that:

- i) They consider the advice of the Executive when approving this Curriculum Policy and when setting statutory and non statutory targets as appropriate
- ii) They have oversight of the curriculum offer and delivery and contribute to decision-making about the curriculum
- iii) They regularly review the Centre's communication arrangements regarding the curriculum offer and where appropriate, withdrawal of subjects
- iv) They regularly monitor levels of attainment, rates of progression and consistency of delivery and that actions are taken where necessary to improve these including through the sharing of best practice with other colleagues and through external networks
- v) Where necessary, an appropriate combination of qualifications or alternative qualifications can be offered which best suit the needs of learners

Agreed by Staff	Agreed by Pupils	Agreed by Governors	Review Schedule	Date Reviewed	Date Reviewed	Date Reviewed	Date Reviewed
N/A	N/A	14 OCT 2015	3 YEARS				
Date Reviewed	Date Reviewed	Date Reviewed	Date Reviewed	Date Reviewed	Date Reviewed	Date Reviewed	Date Reviewed